

// Come True project
// Abba Project
// From Streets to Scholars 2014

2014 BECOME ANNUAL REPORT

Become is a non-profit
organisation registered in
Israel, working in KENYA,
UGANDA and SOUTH SUDAN.

BECOME R.A. 58-0507879

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www.become-world.org
info@become-world.org

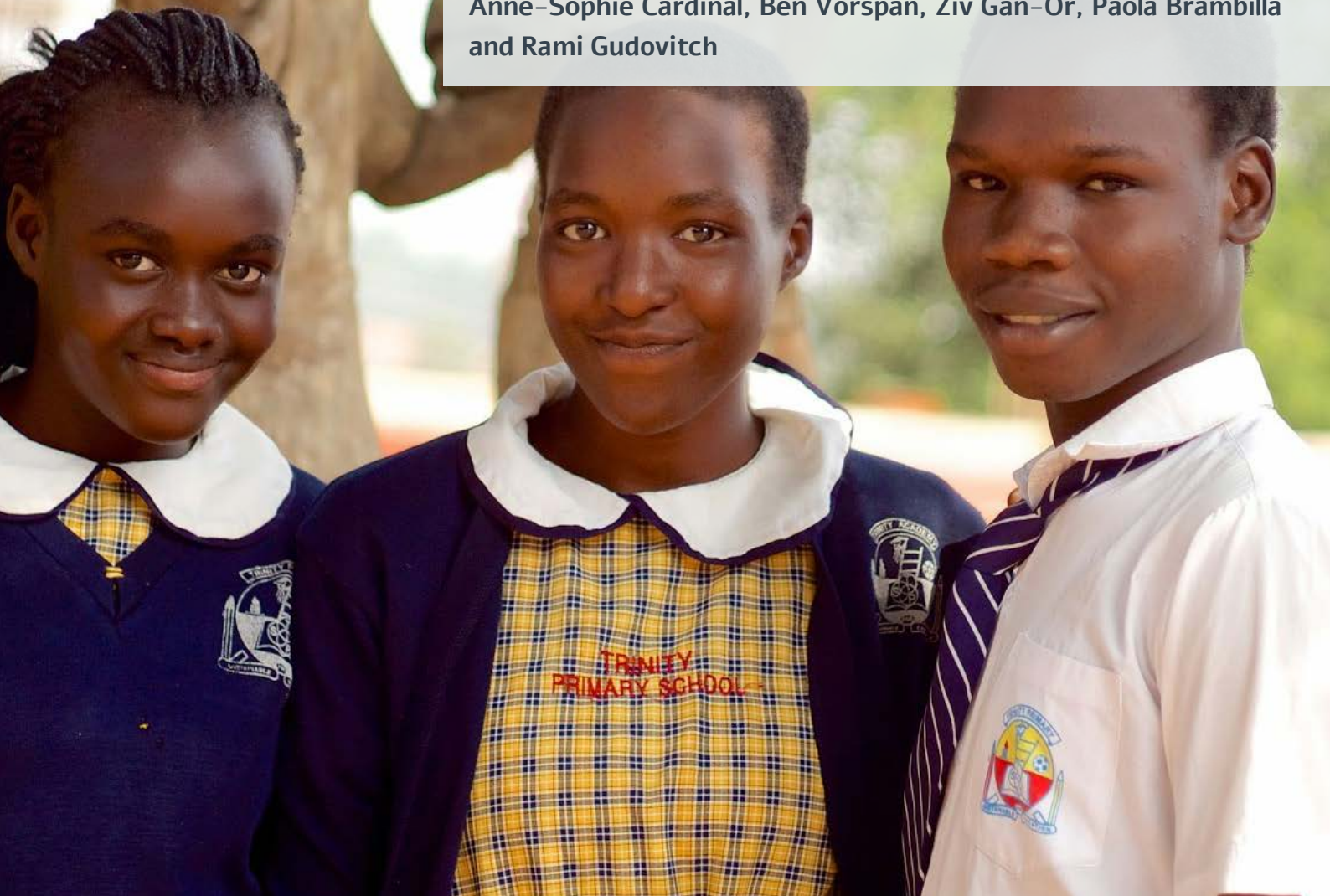


The year 2014 has been a tremendous year for the entire Become team, our partners, and our projects. Facing challenges, the most prominent of which being the ongoing civil war and unrest in South Sudan, we managed to increase the scope and the number of beneficiaries of our work, recruit more volunteers and expand our fundraising activity to several more countries worldwide.

We are very proud of our work, the commendable efforts of the project managers, the dedication of our volunteers and the leaders in the various communities that enable our projects. Most of all, we are thankful to you, our donors and supporters. We hope you enjoy this report and continue to make our work possible next year, for more and more children to be given hope and a better chance at life!

Yours,

Become Management Team: Shelly Kagan, Lea Forshtat, Anne-Sophie Cardinal, Ben Vorspan, Ziv Gan-Or, Paola Brambilla and Rami Gudovitch



**Support our activities.
Make a donation:**

If you'd like to discuss opportunities or working together please contact us directly.

Address
Become
(c/o Amit Gan-Or)
R.A. 58-0507879
21, Nizzaney-Oz
42836, Israel

Israel:
+972 52-590-9729
+972 58-466-2819
+972 54-455-6471

Canada:
+1-514-994-6748
+1-514-994-6738

Kenya:
+254 705-35-8438

info@become-world.org
www.become-world.org

ABOUT THE 3 PROJECTS

01

Come True project

An initiative developed and facilitated to address the major educational needs of the South Sudanese children who were deported from Israel in 2012.

02

Abba project

Become conducts sustainable, income-generating programs aimed at supporting orphans and vulnerable children within the Abba community in the underprivileged rural area of Homa Bay county in western Kenya.

03

FS2S project

A scholarship program enabling orphans and vulnerable children to gain secondary school education, giving them hope for a brighter future.



COME TRUE PROJECT 2014 ACTIVITY REPORT

PHOTOGRAPHY: RAMI GUDOVITCH





COME TRUE HIGHLIGHTS

At the **end of 2013** the COME TRUE project sponsored **44 children**: 43 at the Trinity Primary school and 1 at the Trinity Senior Academy.

35 of the children had personal sponsors and 9 were non-sponsored and paid for from the general donations to the project.

On December 2013, ethnic clashes broke out in South Sudan in a horrific wave of violence. Knowing the children needed our help **we manage to help 120 children and their families reach safe ground**. We rented a house in Kampala where the kids could wait safely for the beginning of the school year.

The 2014 school year began with 72 children in the program.

A documentary titled “Falling from Paradise”, which aired on Israeli Channel 2, brought on a wave of public interest in COME TRUE, **and doubling the number of children to 115** – 11 in secondary school and the rest at the primary school and kindergarten level.

We continued to develop special programs: The One World Education Platform, Art for Change Uganda, and the Extra Lessons Program. All are successful and have generated savings.

We are pleased to announce **cooperation with Brussels Airlines**, which will enable us to save on project management cost and leave us with more funds to help the children.

We held two successful **fundraising events** in 2014, and plan to do more in 2015.

We have plans to build a school in South Sudan following the guidelines of the current school.



COME TRUE SCHOOL REPORT

We are happy to report that the vast majority of our children are making good progress and their test scores are higher as the school year continues. 110 of the Come True children finished the 2014 school year successfully. Most of them are integrating well into the new setting, and are showing good assimilation into the Ugandan school system, so very different than the one they had experienced during their years in Israel. We are proud to say that some of the children are excelling students ranked among the leading students in their classes. Many are commended by their teachers for their artistic talents, for their social skills and for their good spirits. Some students already received official roles at the school and are performing them with honors.

We, at COME TRUE, face many challenges that are far beyond the challenges faced by other education people, due to the extreme life circumstances of our children and the radical changes they experienced during the past few years. As a result, 5 of the older children in the project (all in their late teens, some not minors any longer) found it more challenging to adapt to the new setting at Trinity. We are glad to report that their families, with the support of the community, have managed to find solutions for all of them outside the scope of Become – one is back with his family and 4 are already studying in another school.

✓
COME TRUE SPECIAL PROJECTS
DURING THE 2014 SCHOOL YEAR

One World Education Platform

In the recent two years we put together a group of educators from Israel and Uganda, soon to be joined by educators from S. Sudan. Together, we are working to develop a universal language in which educators from different backgrounds can jointly face challenges in contemporary global education. A central goal of the platform is to create a new model for helping refugee and immigrant kids to integrate into a new society and to enable them to support the creation of a self conception of active, equal participants in society who strive for their own good as well as for the good of their families and other members of society. This model will be the ground for our shared work in the school we plan to build in South Sudan. We believe the model could be used by educators in any environment facing challenges related to the integration of immigrant children.

Extra lessons program

The Extra lessons program aims to help the children achieve the standards required by the Ugandan education system, and to assist the older children in catching up with their age group.

During the 2014 school year we spent \$7,800 (\$2,600 per term) on extra lessons, resulting in the children skipping classes and enabling them to retain their place in the class or even improve it. The Extra lessons program also enabled us to save school fees for 32 children, which is approximately \$32,000, thus saving the project approximately \$24,000.

Art for Change Uganda

During school breaks the children spend time in a compound near Kampala, with enough accommodations for those children who have no family in Uganda. The children are fed, taken care of medically, and Israeli volunteers stay with them.

The Art for Change program provides art – related content to the children, in cooperation with Inspiration International – Arts for Humanity, Brit Olam, the Agricultural Center for the Research of Creativity, NIAAD arts academy in Namelanda, Uganda and the Trinity School. The Art for Change program aims to cover the expenses of the school breaks while providing quality content for the children. In addition, it allows the use of art as a tool to develop leadership and social responsibility and for processing social and personal problems through the language of art.

A video about the Art for Change program can be seen





- The documentary **“Falling From Paradise”** aired on **Channel 2** on March 31, 2014, and the wave of public interest brought many new donors resulting in 50 more children added to the project.



- Israeli-based journalist Tamar Dressler's article in **Maariv**, published on January 25, 2014.



- An article published in several media venues: **the Guardian**, **the Washington Post** and online on **Yahoo News**, **Salon.com**, **Kampalanews**, **Wn.com** and in Hebrew on **Ynet**.



- **The Jewish Journal** published Simone Wilson's report of the project, March 26, 2014.



- Bernard Diechek's cover story in **The Jerusalem Report**, November 17, 2014.



- An active **Facebook** page, with over 1,100 followers, updated regularly with updates from the project. **Join us on this link**

BECOME FUNDRAISING EVENTS



• February: Tel Aviv Cinemateque, screening the film . The Kenyan Ambassador in Israel participated in the event.

• December: a fundraising event in Herzliya, in which the new South Sudanese Ambassador in Israel, H.E. Mr. Ruben Marial Benjamin, and his counterpart, the Israeli Ambassador to South Sudan, H.E. Mr. Hanan Goder honored us with their presence.



BECOME COOPERATION WITH BRUSSELS AIRLINES



On December 2014, Become's team has announced cooperation with the Belgian airline company Brussels Airlines. This cooperation means a significant reduction in the costs of flights of our team and volunteers to Africa, enabling us to reduce project management costs, thus turning more funds toward the children who benefit from the projects.



BECOME is proud to inform our supporters that after finishing two successful years as a student at the Trinity School in Kampala, under our Come True project, our dear Naka Elias Kerba was admitted with a generous scholarship to study at the new EMIS International School in Hakfar Hayarok, Tel Aviv. After graduating Naka intends to continue for academic studies and after graduating, to return to S. Sudan and to help building her young country. **Good Luck Naka!**





Ensuring scholarships for the continued studies of all current Come True students;

Adding a few new students to the Come True program, who were themunder immediate life endangering conditions;

Continuing existing program within the One World Education Platform;

Broadening the scope of the Art for Change program and starting arts classes within the Trinity School during the school year, and continuing the program during school breaks;

Starting a youth empowerment program with the Come True students at the Trinity Senior Academy;

Begin activity within South Sudan, focusing on community building and education, as detailed below.

Plan for establishing a school in South Sudan, using the One World Education Platform with its educational experts and a core of Sudanese team who are involved in the program.





COME TRUE FINANCIAL REPORT

Income (donations)		Expenses	
Source	Total sum in USD	Payment type	Total sum in USD
<ul style="list-style-type: none">• Donations via Become website (through Israelgives)• Donations to Become's bank account	• 103,440	• School fees and ancillary payments to Trinity schools	• 89,850
	• 93,150	• Travel expenses to Juba and visas	• 12,000
		• Evacuation from South Sudan	• 15,000
		• Medical expenses	• 7,500
		• Purchase of supplies for the children	• 7,500
		• Rent of house in Ndege	• 3,500
		• Payment to Hormisdallen school	• 1,450
		• Rent and food for August school break	• 5,050
		• Rent and food for December school break	• 3,000
		• Transportation	• 2,000
		• Transportation and visa from Kenya	• 1,000
		• Reimbursement of expenses	• 10,000
		• IsraelGives and bank commissions	• 15,000
Total	196,590	Total	124,988

* The financial report is an estimate made by the project directors based on the expenses on ground, and does not reflect an accounting audit of the project expenses.



Plan for Establishing a School in South Sudan

Become aims to establish a school in South Sudan. We believe that the impact of this initiative will extend far beyond the quality education of this particular target group. With one of the least developed education systems in the world, we believe that Become can play an important role in the development of education in South Sudan.

The One World Education Platform will be crucial in ensuring that the school in South Sudan is run by educational experts who will draw from Ugandan, South Sudanese and Israeli methodologies where appropriate in developing the curriculum. The core team running the school will be the South Sudanese team involved in the One World Education Platform, and their expertise will come, in part, from the expert information exchange provided at the platform.

In 2012, Become compiled a study on the educational environment in South Sudan. While recent civil war has put a temporary halt, and elements of the completed study will be adjusted, the study has provided critical input into the initial design of the project. Developing this study, as well as nurturing partnerships and relationships in South Sudan over the course of the next 24 months will be essential in implementing this project successfully.

South Sudan lacks schools to accommodate the 1.4 million children now out of school. This is one of the nation's most urgent challenges. The South Sudanese Minister of Education, the head of UNESCO is South Sudan and

several school principals have already given their blessings to this move and promised their support to Become.

Extra lessons program

Many of the Come True children were assigned to classes lower than their age group. This is due to several reasons:

- Insufficient English language skills;
- At least one year out of school after leaving Israel;
- Gap between the material taught in the Israeli education system and in the Ugandan education system;
- Gap between the methods of teaching between the Israeli and Ugandan education systems;
- Effects of post-trauma from their life experience as asylum seekers.

The Extra lessons program aims to help the children achieve the standards required in the Ugandan education system while helping the older children to skip classes so that they can catch up with their age group.

During the 2014 school year we spent \$7,800 (\$2,600 per term) on extra lessons. As a result of this program, 32 children skipped a year: 10 children skipped P2, 10 skipped P3, 12 skipped P4 and one skipped P5. Most of them proved to retain their relative place within the class, or even improve it.

As a result of the Extra lessons program, we saved school fees for 32 children, which is approximately \$32,000, thus saving the project approximately \$24,000.



One World Education Platform

The One World Education Platform uses the current setting of the Come True project within the Trinity schools in Kampala, as a hub for the development of a universal, multi-cultural education method, to be implemented by Become in the future within the program to open a school in South Sudan.

The program aims to address the specific needs of the current students of the Come True program, as well as capacity building for educators from Israel, Uganda and South Sudan.

Dr. Rami Gudovitch teamed up with educators in Kampala, working with the children in the Come True Program, and began developing a concept for work within a diverse environment, whose members differ in their background, experience, moral and social commitments. The underlying premise is the philosophy that even the most diverse group of people holds more uniting factors than conflicting ones: in this view, highlighting what is common enables to create a respectful environment, where all members can work on common projects and goal and face together universal challenges.

The program works under the notion that all elements of a child's education should be addressed when developing educational methodology. To this end, the program is run by working with the following teams: The Education Team, School Staff, Student's Education Team, Student Body Team, and Parents Team.

The Education Team: The team is the moving force behind the project. It consists of 6 Ugandan educators and is directed by Mr. Alex

Gumisiriza from the Trinity Primary school and by Dr. Rami Gudovitch, program director. The aim is to develop other teams of South Sudanese educators, Israeli educators, and educators from other diverse backgrounds.

Topics covered in the education team include:

- The source of authority of the educator;
- African-Aristotelian vs. Western-Liberal conception of education;
- The individual vs. society as the source of legitimacy of education;
- The limit of authority;
- The need and nature of punishment
- The "deviant" student;
- Understanding the other;
- Understanding psycho-social difficulties and psychiatric crisis.

School Staff: A team consisting of the entire school staff. This group meets when serious challenges arise within the project and liaise with the Education Team. Subjects discussed include:

- Corporal punishment;
- Some cases of humiliation of students by teachers;
- Understanding the group of "Israeli-S. Sudanese" students;
- Freedom, respect (or its absence) and students' rights.

The Students' Education Team: This group consists of twelve of the older students from the group. The group discusses and analyzes the unique challenges, difficulties and conflicts that



occur in the course of the daily life at school. The level of discussion within the group is very high and the members are engaged in a reflective critical understanding of themselves given the complex multi-layered identity they were brought up with, which can consist of S. Sudanese, refugee, Israeli, Christian, African, Western elements. The discussion within this group parallels the discussion with the education team. Among the subjects discussed by the group: Freedom vs. authoritative education environment: what is better for learning? Which one is better for maturing? Which is better for bringing up students as responsible moral members of the society?

- Racism in Israel, racism in Uganda, the question of their own racism towards their Ugandan peers;
- The “deviant” student, tolerance towards those who are different;
- Psycho-social and psychiatric crisis;
- Questions related to sexual development and romantic relationships, as they are approached by the different agents in the children’s lives.

Student Body Meeting: A group consisting of all the older children from the group, including

60 kids over the age of 12. Within this group common and individual challenges the children face within the unfamiliar Ugandan school structure are discussed. The purpose of the discussion is to help the children reflect on these challenges in light of their complex identity but moreover, to help the children understand the challenges facing their teachers while educating them.

The Parent Team: working with the group of the refugees’ parents is of crucial importance and challenging at the same time: being themselves refugees all their lives, the parents find it hard to trust anybody. While working with this team, the One World Education Program aims to help the parents recognize the Ugandan and Israeli educators as engaging in challenges that the parents themselves identify and to help establish shared goals regarding the future of their kids. In this Program the parents will be asked to act as active participants in the discussion about the nature of the education environment which takes shape throughout the project. Empower the parents and support their more active role in the education of their children.



Art for Change Uganda

The school year at Trinity is comprised of three terms, approximately 3 months each, separated by breaks: two breaks of approximately one month each and another two months break. In light of the fragile situation in South Sudan, and in particular after the ethnic clashes which broke out just when the children were visiting their families during the school break at the end of the last year, we are reluctant to send the children home during the school breaks. Instead, we rent a compound in the Kampala vicinity, which has accommodations sufficient to serve the number of children who have no family in Uganda, we see that they get nutritious meals and that their medical needs are being taken care of, and we have Israeli volunteers coming to stay with them.

In cooperation with **Inspiration International – Arts for Humanity, Brit Olam, the Agri-**

tural Center for the Research of Creativity, NIAAD arts academy in Namelanda, Uganda and the Trinity School, we have started an arts education program. The program features ongoing arts classes in the Trinity School during the school year with special focus on the Come True children during school breaks.

During the 2014 school year, the Art for Change program concentrated on the school breaks, and provided art – related content to the children participating in the Come True camp during school breaks.

In the August school break, the Israeli sculptor Raffael Lomas flew to Uganda and created a sculpture with the Come True children, assisted by students from NIAAD arts academy. The process of creating the sculpture is shown in a short video by photographer Barak Brinker, which was also presented by Become in the Cross-Boundaries Exhibition in Jaffa on November 2014.



The Art for Change program aims to cover the expenses of the school breaks while providing quality content for the children and allowing the use of art as a tool to develop leadership and social responsibility and to allow for processing social and personal problems through the language of art.





ABBA PROJECT 2014 BECOME INTERNATIONAL VOLUNTEERS





...a group of 8 professional volunteers from around the world came with Become to work with the Abba Self-help group community in the Homa Bay County of Western Kenya. The volunteers are- Maria Naser, Maya Odeh, Osnat Haramati, Allison Russell, Nehara Mor, Maram Hussien, Shahd Taha and Allison Sheehan.

...and we engaged in two months of mutual learning developing everyone's skills, and launched a number of exciting, income generating programs to support the orphans living within the community.



Thanks to our donors, we were able to work together to ensure a better future for the children who live there, through the projects in the coming pages.



ABBA PROJECT KENYA'S SILENT HEROS - THE GRANDMOTHERS' MICROCREDIT PROJECT

Homa Bay County ounty has one of Africa's highest rates of AIDS. Tragically, this leaves a significant gap in the middle-aged demographic, leaving a large number of grandmothers to care for AIDS orphans.



Become works with grandmothers who are the sole caretakers of orphans, providing them with a soft loan, to start a low-risk business (grains sales, and more). Grandmothers who are not physically able to work, or cannot handle a self-run business, are employed in a community-run business, or supported by Abba through other business.

During the summer of 2014, the volunteers met and interviewed the grandmothers to learn about their ideas and potentials.

Emmanuel and Silvia, the community leaders have worked on a business plan and in December 2014, the loan program started officially with the first purchase of maize and beans for selling, and the investment on a motorcycle as "Abba-run" business, whose income would support the grandmothers. Now the grandmothers will be able to meet socially for warm meals provided by the income from the motorcycle business, increasing their nutritional intake, and providing a social outlet for otherwise often lonely older women.

Total budget: \$ 6,000



ABBA PROJECT AGROFORESTRY: INTEGRATING REFORESTATION AND AGRICULTURE

Reintegration of trees into agricultural systems yields a number of results including:

- Ability to mitigate climate change by maintaining a more regulated micro-climate design according to specific crops being planted;
- Increased yields and diversity of crops;
- Retention of soil fertility via crop diversity and erosion prevention;
- Erosion prevention via soil retention by tree species;
- Retention of water in soil;
- Pest resistance due to crop diversity;
- Windbreaks; and
- Educational realia for local schools.

Abba members are enthusiastic about this project. A selected group of community members took part in the agroforestry introductory training, and developed a communal workplan to learn from each other, and other local experts, on best-practices in agroforestry.

The plot of land for the initial project is situated near the Abba community clinic, built by Become in 2013, and opposite the Abba Integrated School of Excellences. Centrally located, the project is a model for the community and a destination for educational trips, not only from the Abba school but also from other schools of the region. After the training, the agroforestry team discussed and drafted a short, medium, and long-term action plan for the upcoming 3 years.

Here is how the project was implemented in practice:

- Identify the species to be planted, (vegetables and trees) and decide the distribution in the plot according to the principles of agro-forestry;
- Purchase seeds and grafted trees;
- Decide and implement a schedule for the community members taking care of the forest.

List	Cost in Kenyan shillings
• Human Resources- Travel expenses to Juba and visas	• 3,750
• Materials	• 36,300
• Transportation	• 4,800
Total	44,850 (USD 515.52)



ABBA PROJECT MEDICAL SERVICES: THE GREAT SUCCESS OF SILVIA'S CLINIC

Silvia Anyango, Abba's co-director, is a phenomenal woman. She runs the most lucrative social enterprise in the Abba group, and provides health care and health education to the community. During the summer of 2013, Become partnered with Abba to construct a new clinic with aims to have it certified by the Ministry of Health in Kenya.

The upgraded clinic has significantly increased the income generated by the project, bringing income up from roughly 10–15,000 shillings to 20–25,000 shillings per month.

The clinic's potential has still yet to be met. During the period of July 12 – August 8, Dr. Yael Paldi visited Abba, aiming to both build the medical and administrative capacities of the clinic. Her visit yielded important recommendations, quickly adapted by Silvia to instigate the clinic's growth.

Based on these observations, two members of the Become team worked with Silvia during the period of August 21 – September 13 to implement these recommendations and completed the following:

- Monitoring the record-keeping system implemented by Dr. Paldi and Silvia;
- Identifying areas the clinic required further investment (fencing, ecosan toilets, incinerator, partition wall);
- Establishing a financial system that enables Silvia to restock pharmaceuticals;
- Developing a year-long plan for advertisement and growth.

The total investment in the clinic was \$ 1,640 with cost divided as follows:

List	Cost in Kenyan shillings
• Human Resources: electrician, carpenter	• 46,430
• Materials: solar energy system, construction materials	• 105,220
• Equipment	• 17,000
• Transportation	• 2,000
Total	146,650 (1,685.63 USD)



ABBA PROJECT ECO-SAN TOILETS

Ecosan toilets are known as an international best practice in WASH (Water, Sanitation and Hygiene) programs aiming to increase the sanitary conditions of sanitation facilities, and are recognized by the Government of Kenya (specifically health and education ministries) as adequate for government recognition.

Ecosan toilets are structures with an above ground pit for urine and feces. Human waste falls into different chambers and is covered with ash, and periodically stirred to facilitate the composting process. Small ecosan units can produce compost within 6 months, while larger ones can be used for biogas.

This project is part of the larger plan of upgrading the clinic, to make it line with the government's standard of hygiene for clinics.



Total budget allocated: USD 2,100



ABBA PROJECT COMPUTERS TRAININGS : OPENING NEW PERSPECTIVES FOR ABBA

The computer project aims to bring the rural Abba school up to national par with schools teaching computer and internet. Today, the school has a fully equipped computer room, where teachers and students are being trained on how to use computers with a local trainer. In the future, to ensure sustainability, the community has drafted a plan that would turn the facility into a cyber café for a few afternoons a week. The computer trainer is currently training teachers on how to teach and maintain computers, so that they can integrate them into the curriculum.

Setting up the computer room: The room was set up with 4 donated laptops and 2 purchased desktops.

Training: 3 volunteers designed and held a 3-week computer workshop for the Abba pupils (from 4th to 8th grade) and held a course for the teachers. Topics such as maintenance and internet security were also covered with the oldest students.

Part of the budget was allocated to hire local computer expert, Carlpeters Oloo, to train the students as well as the teachers. The latter will be given the knowledge and tools to start teaching the students themselves.



List	Cost in Kenyan shillings
• Human Resources (electrician and trainer)	• 23,440
• Materials	• 11,740
• Equipment	• 30,000
• Other	• 2,000
Total	67,180 (USD 772.18)



ABBA PROJECT LAST BUT NOT LEAST... TRAINING, TRAINING, TRAINING!

Become firmly believes in the importance of training – giving the communities the technical and emotional tools to be independent.

In Become's view, the local community fully holds ownership of its projects. It is the community that knows, more than anyone else, how to tackle problems in an effective and culturally sensitive way.

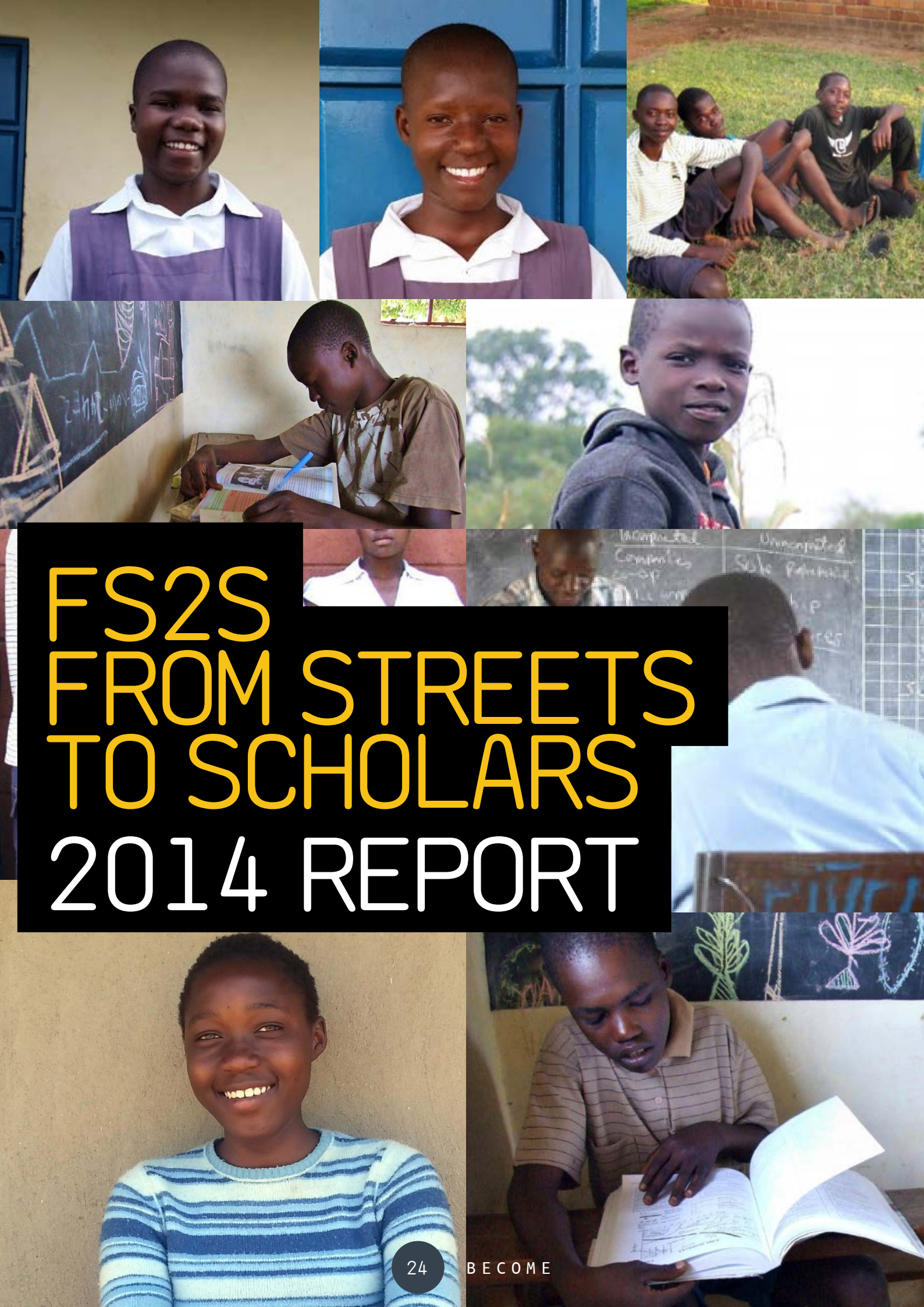
Hence, Become invests time and resources in building the capacity of the local communities, by training them on skills such as leadership, resource management, and budgeting. More specific courses, such as project design, business and IT are also offered.

The projects launched in August and September of 2014 were all products of a weeklong Project Design Training, facilitated by the project managers. The training was designed to launch a month-long implementation stage of the projects designed in the training, leading into a 3-year long-term plan.

During the training, volunteers and community members learned technical skills relating to project design, planning, implementation, monitoring and evaluation. Together, Become's volunteers and Abba members designed projects and drafted an action plan to implement the project during the 4 weeks of stay and beyond.

Thanks to this methodology, the community holds full ownership of the projects and is more motivated towards working for their success.

The relationship that Become establishes with the communities is not of dependence but of mutual growth. In one word, it is friendship and a chance to learn from each other. The circulation of ideas increases opportunities and fosters the access of the communities to global resources. In this relationship, Become and its staff learn as well, while coping with everchanging challenges.



FS2S FROM STREETS TO SCHOLARS 2014 REPORT



In the Homa Bay county (a part of what was formerly known as the Nyanza province) in rural Kenya, **only 23.5% of secondary school-aged children enroll in secondary school**. To tackle this low enrollment rate, in 2011, Become launched the “From Streets to Scholars” Scholarships Program, a platform that connects vulnerable children with specific sponsors worldwide, who provide support to them in the form of a secondary school scholarship. This unique program allows the sponsors to help children have a better chance to escape from dire circumstances and become change-making individuals within their communities.

Selection process

In order to assess and select a cohort of applicants to the program, Become conducts visits to primary schools in the area, collects application forms and has discussions with community leaders regarding compelling cases. Together with local teachers and principals, we identify children who face grave challenges associated with living in extreme poverty and other socioeconomic factors, who have a good probability of being accepted to secondary schools.

Then, team members conduct personal interviews with applicants and do home visits to the guardian. Meanwhile, fundraising efforts are deployed to find sponsors worldwide. Upon receipt of the KCPE results in December, and according

to the number of sponsors available, the selected children are notified of the good news!

A “positive discrimination” factor is included in the selection process for female applicants, as girls in Sub-Saharan Africa often present a high ratio of school drop-out, due to having to remain at home for chores or issues of teen pregnancy and early marriage.

Criteria considered

- Status of child; double orphan, single orphan, parents still alive, teenage mother;
- Socioeconomic status of guardian and relatives;
- Affirmative action (positive discrimination) of gender factor, for female applicants;
- KCPE result;
- General situation (neglect, abuse, child labor), personal story, case-by-case.





In Kenya, the ratio of primary school attendance of urban over rural school aged children is 1.1. This means that children in urban areas have a 10% higher chance of attending primary school than children living in rural areas. According to the Kenya National Bureau of Statistics, 68% of Kenyan live in rural areas (2010). Rural areas typically present higher levels of poverty, and inadequate basic services such as piped water, health facilities, electricity, roads, and schools. The Homa Bay county is primarily rural, and its economy depends mainly on smallholder subsistence agriculture, and it is one of the least privileged of Kenya's counties.

Education in the Homa Bay County

In the formerly Nyanza province, in which Homa Bay county is located, according to the latest data, 74.7% of school-aged children enroll in primary school (2000). When it comes to secondary schools, the enrollment rates drop dramatically. In Kenya as a whole, the percentage of children of official secondary school-age who are enrolled in secondary school is about 50%. For the Homa Bay county, the percentage is even more alarming. Indeed, only 23.5% of secondary school aged children are enrolled, leaving 77% of children without ever accessing secondary school education. This low enrollment rate is due to the following contextual factors.



Health in the Homa Bay County

The Homa Bay County has one of the highest rates of HIV infection in Kenya, estimated at about 28–30%. In 2009, the number of Kenyan children (aged 0 to 17) who became orphans due to AIDS was estimated at 1.2 millions. In the Homa Bay County, there is an estimated 40,000 orphans, with 16,000 having lost both parents (2008). The Ministry of Health of Kenya has many HIV testing and prevention programs and campaigns. Unfortunately, populations in rural areas are not always reached.

The prevalence of malaria is also very high in the region and affects many children, resulting in high children mortality and morbidity rates. Vaccination and routine examinations are typically lower in rural Kenya, and access to health care facilities remains a challenge. In rural areas, the percentage of the population with access to improved drinking-water source remains low, at 52% of the population (2010).

The threat of child labor

It is widely acknowledged that poverty is one of the main contemporary causes of causes of child labor, one of the threats faced by the youth in the Homa-Bay. Indeed, in rural Kenya, about 45% of children combine work and school, compared to about 7% of urban children.

The work of children is concentrated primarily in the informal sector: agriculture (on tea, sugar, coffee, flowers, maize, miraa, rice, sisal, and tobacco plantations), fishing, charcoal burning, logging, herding, quarrying, and mining. Children are also involved in the production of meat and dairy products, alcohol, textiles, rope, furniture, and cabinets, and in construction, transportation, and communications services. Restaurants, barber shops, and beauty shops also employ them. Children also work as street vendors, shoe shiners, messengers, and porters.

In the Homa Bay County, agriculture, mining and fishing are some of the sectors that many boys and girls drop out of school to join. On the beaches along the Lake Victoria region, many children have dropped out of schools to engage in fish trading. With the high rate of HIV/AIDS in fishing communities, there are many orphans and families headed by children, forcing kids to engage in economic activities at a young age. Sadly, in the coastal areas, including around Lake Victoria, many children – especially young girls – are engaged in prostitution.





FS2S FROM STREETS TO SCHOLARS SUMMARY, 2013-2014

In 2013-2014, 22 children were awarded with the “From Streets to Scholars” secondary school scholarship, compared to 9 in 2011 and 17 in 2012. The total funds allocated for the scholarships was 15,741.9 USD, and average of 715.5 USD per scholarship.

TABLE OF SCHOLARS

Name of scholar	School	Year of Secondary school (out of 4)	Scholarship, in USD
• Robert	• Tonga	• 3rd	Each sponsor provides \$ 700 USD for one scholarship. The incremental difference between the \$ 715,50 USD average actual cost and the sum coming from each donor is covered by Become' special fund designed for this purpose.
• Chris	• Mbita	• 3rd	
• Jannet	• Magare	• 3rd	
• Ledoner	• Mawego	• 3rd	
• Winnie	• Mirogi	• 3rd	
• Eugene	• Uriri	• 3rd	
• Linder	• Mirogi	• 3rd	
• Sharon	• Ulanda	• 3rd	
• Evance	• Mirogi boys	• 2nd	
• Austine	• God Kado	• 2nd	
• Bruno	• God Kado	• 2nd	Each scholarship covers: <ul style="list-style-type: none"> • tuition fees; • uniforms; • school material; • room and board; and • a small allowance for family visits during holidays and transportation.
• Monslavia	• Magare	• 2nd	
• Faith	• Magare	• 2nd	
• Jervice	• Mirogi	• 2nd	
• Belissa	• Nyabisawa	• 2nd	
• Collins	• Mbita	• 2nd	
• Winnie	• Ligisa	• 2nd	
• Jacob	• Taranganya	• 1st	
• Juliet	• Sega Girls	• 1st	
• Mercy	• Mawego Girls	• 1st	
• Veronica	• Vocational school	• 1st	
• Jacklyne	• MOI girls	• 1st	
Total			\$ 15,741 USD

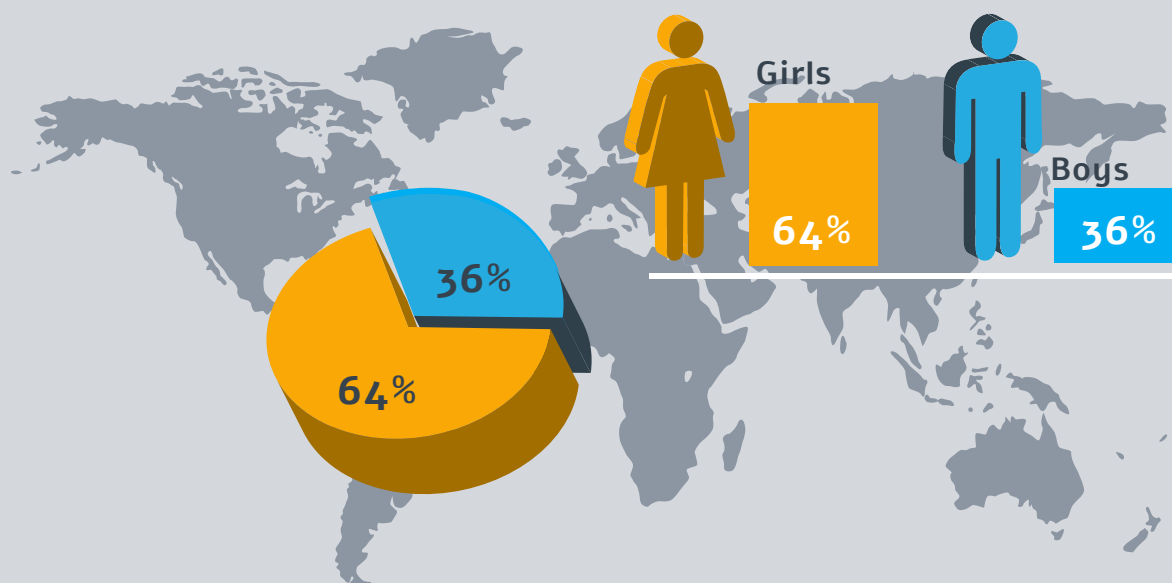


FS2S FROM STREETS TO SCHOLARS SUMMARY, 2013-2014

Two of the children, Evance and Juliet, were ranked 1st among their class level in school, and the average ranking of all children was 27th out of an average of 72 children per class level (37.5%). One child, Jacklyne, was accepted to one of the top schools in Kenya thanks to her excellent KCPE results.

Out of the 22 scholars, 14 were girls.

Gender Distribution in FS2S, 2013-2014



We thank Mr. Tom Muga, the director of the Heartsping academy, who dedicated much of his time to coordinating this program. Thanks to his work and dedication, this program was successful for another consecutive year.

We would also like to thank our sponsors, who generously allowed these children the opportunity for proper education and better future.

TOGETHER WE'LL KEEP ON CHANGING THE WORLD IN 2015 STAY WITH US!

Photography:
Rami Gudovitch
Maya Odeh
Allison Russell
Anne-Sophie Cardinal

Graphic Design:
Michal Lam

info@become-world.org
www.become-world.org

Israel:
+972 52-590-9729
+972 58-466-2819
+972 54-455-6471

Canada:
+1-514-994-6748
+1-514-994-6738

Kenya:
+254 705-35-8438

Address
Become
(c/o Amit Gan-Or)
R.A. 58-0507879
21, Nizzaney-Oz
42836, Israel

